***TRAINING II STRATEGY CORNER:*Iowa Reading Association Newsletter**

Agenda:

1. Relook at actual enrollment
2. Share scheduling and implementation strategies from Training I (Shared Reading)
3. Each site, shared their Literacy Logs on actual reading activities they performed
4. Training II – As below, extension activities for continued use of shared reading

*Bookmark Technique – start by reading together, then independently*

The purpose of the Bookmark Technique is to monitor comprehension while reading and to make evaluative judgments about aspects of text. Monitoring, Knowing How Words Work, Making Connections and Evaluating would be some comprehension strategies included in this activity using Narrative or Expository text. Use this activity during and after reading.

Begin by explaining and modeling the Bookmark Procedure. Have students create four bookmarks by folding and cutting 8.5 x 11 inch sheets of paper into four equal parts. (These can be prepared in advance.) As students read, have them make decisions and record specific information on each bookmark, including the page and paragraph where their choice is located.

• Bookmark 1 — write and/or sketch about the part of the text that they found most interesting.



• Bookmark 2 — write and/or sketch something they found confusing.

• Bookmark 3 — write a word they think the whole class needs to discuss.

• Bookmark 4 — student choice (a favorite illustration, graph, another focus word, etc.)

Use the completed bookmarks to promote discussion about the text.

*Character Retrieval Chart -* get children to think a little more deeply about the characters

“Describe the Character.” Have a chart of characteristics that students can use to get beyond the “mad, sad, happy” tendency.

“Of whom does this character remind you?” a good discussion questions. Students have compared the characters to members of their own family, characters in other books, friends, etc.

“What is the author trying to say through this character?” really inspires some creative thinking.

The strategy can be adapted and enriched to suit the teacher’s need. At times I have had two common novels going in the classroom. The students complete the form and compare the characters of their respective novels. This chart can also be used as a mental model for a writing assignment.

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| --- | --- | --- | --- | --- | --- |
| Character  Name | Describe the Character | Relationship to Other Characters | Of whom does this character remind you? | What usually happens to characters like this? | What is the author trying to say through this character? |
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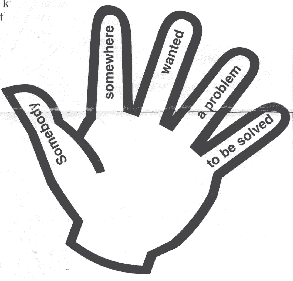
*Retelling: A Comprehension Strategy*

Five components to teach it:

1. Description of the strategy and when it should be used.
2. Modeling of the strategy.
3. Teacher-student collaborative use of the strategy.
4. Guided practice using the strategy with gradual release of responsibility.
5. Students’ independent use of the strategy.

Retelling is a strategy that can be used in grades K-12, because what is required of the student can be quite simple or quite detailed. The following six types of retelling could be used:

* Oral-Oral: Students listen and retell orally.



* Oral-Drawing: Students listen and retell by drawing.
* Oral-Writing: Students listen and retell in writing.
* Written-Oral: Students read and retell orally.
* Written-Drawing: Students read and retell by drawing.
* Written-Written: Students read and retell in writing.

Before students actually under take any of the above ways of retelling, they need to know what is expected of them. Do they know what story elements are included in retelling? Do they know that they need the following explicit information (these could vary):

**“Somebody somewhere wanted a problem to be solved.”**

**Characters Setting Initiating Event Problem Solution**

In retelling, organizers of various kinds can be used, pictorial representations, other graphic organizers or e a hand with the sentence, “Somebody somewhere wanted a problem to be solved.”

During the sharing and comparing stage which follows the written retelling, students read their own retelling and their partner’s retelling, comparing both retellings to the original text, noting vocabulary substitutions, writing styles, individual interpretations of the text, and writing conventions.

It is suggested that retellings be done in groups of three over a three-week period.

**WRITING A RETELL Procedure** – with words or pictures depending on the grade level

1. Choose a short selection such as a fable, two or three paragraphs about a topic from a content area, a short story, an article from a current events magazine or newspaper, etc. Length range should be from 100—300 words, depending on the grade level of the class.
2. Make a copy for each child.
3. Fold the copy so that only the title shows.
4. Read the title to the students and have them write a prediction—what they think the selection will be about.
5. Share the students’ predictions orally.
6. Have the students read the selection. Give a set amount of time, usually 10—15 minutes. Students may read and reread as they wish during that time.
7. Collect the papers with the selection.
8. Ask the students to write a “retelling” of the story/selection they have just read.
9. Pair students and have them share their “retellings” and compare them with the original text.